

I would suggest that in this document:

<http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

You add a "Section 17" - Classroom Relevant History

Students should be encouraged to bring forth historical issues of relevance to their communities or family history. Investigate the facts methodically (to the extent possible). Discuss issues of direct impact to their families and lives.

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The problem with World History is that it is too vast. Yet everyone has been personally impacted by it. In our neighborhood current gang wars are based on conflicts from Mexico. My family relocated due to a famine in Ireland (for which they blame the British). My priest's mother was sold as a sex slave after World War 2. A good friend of mine is Armenian and her grandmother escaped slaughter by hiding with a Turkis family who protected him.

The only way I can think to give equal hearing to the unfortunately innumerable atrocities in the course of human history is to let the children bring forward what their families have told them and investigate them in a factual way. This will teach the children good analytical skills, teach them how to do research and engage them in a way that is personally relevant.

Anyway, that is my suggestion. Allow slices of world history to emerge organically from the communities, investigate them in a methodical way and allow the children to present out.

Sincerely,

Jennifer Healey